

Alverton Primary School Pupil Premium Strategy Statement 2021 - 2022

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of Pupil Premium had within our school.

School Overview

Detail	Data
School name	Alverton Primary School
Number of pupils in school	308
Proportion (%) of Pupil Premium eligible pupils	20
Academic year / years that our current Pupil Premium strategy plan covers (3-year plans are recommended)	2019 – 2022 (see separate document)
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Martin Higgs (Headteacher)
Pupil Premium Lead	Cathryn Wicks (Deputy Head)
Governor Lead	Terry Binns and Louise Allan

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£85600
Recovery Premium funding allocation this academic year	£9570
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£95170

Part A: Pupil Premium Strategy Plan

Statement of Intent – our Key Principles

We ensure that teaching and learning opportunities meet the needs of all pupils.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups.

We recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

We conform to the DfE's guidance that there is no expectation that schools should spend the grant only on eligible pupils, or on a per eligible pupil basis.

Our Pupil Premium allocation supports training and continuous development to **improve the quality of all teaching, targets support through interventions and supports whole-school strategies to improve attendance, behaviour and readiness to learn.**

School Context and Demographic

Alverton Primary School is located in Penzance, in the far west of Cornwall. 2021 data, based on the 2019 Index of Multiple Deprivation (IMD), shows that 24% of our pupils live in the 0 – 10% most deprived LSOAs in England (which is four times the national average) whilst 68% of our pupils live in the most deprived 0 – 30% LSOAs compared to 27% of pupils from across Cornwall. 2019 IDACI data shows that 24% of our pupils live in the 0 - 10% most deprived LSOAs in England whilst 51% of our pupils live in the most deprived 0 – 30% of LSOAs (twice the Cornish average).

Challenges

Common barriers to learning and key achievement challenges for disadvantaged children are identified below. However, the challenges are varied and there is no “one size fits all”.

Challenge Number	Detail of Challenge
1	The current levels of attainment for some of those children identified as disadvantaged may prevent them from achieving nationally expected standards at the end of a key stage and achieving their full potential; this can include a lack of support with their learning at home.
2	Some disadvantaged children enter the EYFS with low communication and literacy skills or speech and language needs; we need to address this to ensure that they are able to achieve in line with their peers.
3	Children need to be ready to learn and their social and emotional needs, including self-image and self-awareness, need to be met.
4	Attendance rates for some pupils eligible for Pupil Premium contributes to their low attainment.
5	Some children are not financially able to access all opportunities available to their peers; alongside this there may be a lack of aspiration and expectation from both the children themselves and from others around them.

Ultimate Objectives

All pupils achieve their full potential.

All pupils' academic, social and emotional and other needs are met.

All pupils have access to the same opportunities and are not held back by financial barriers.

Achieving our Objectives

When making decisions about using Pupil Premium funding we consider the context of the school and the challenges faced and inform our decisions using a range of evidence including research conducted by the EEF. This year, our Pupil Premium funding is combined with Recovery Premium funding.

Our range of provision includes (but is not limited to):

- Employing intervention teachers to support English (especially reading) and Maths in Year 6.

- Using National Tutor Programme tutors to support key identified areas (writing in Years 1, 2, 3 and 4).
- Employing an Academic Mentor to support learning across targeted areas (Years 1 – 4, especially KS1).
- Reducing class sizes for English (all year) and Maths (part of the year) in Years 5 and 6.
- 1:1 and small group learning support
- Reading and Phonics support
- Ensuring pupils have high attendance and come to school on time.
- Providing high-quality pastoral support.
- Ensuring teachers receive focused and effective professional development.
- Enabling access to a wide, rich set of experiences and opportunities for pupils to develop their talents and interests.
- Removing potential financial barriers.

This list is not exhaustive and will change according to the needs and support our pupils require.

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Targeted individualised support for identified Pupil Premium children enables them to achieve nationally expected standards at the end of each key stage including the EYFS.	Pupils eligible for Pupil Premium make at least expected progress relative to their individual starting points. Pupils eligible for Pupil Premium achieve expected standards at the end of each key stage in line with national expectations and relative to their individual starting points. This will be measured by teacher assessments and moderation, end of Key Stage 2 SATs results, EYFS data and other appropriate assessments.
Disadvantaged pupils make accelerated progress in the area of Communication and Language in the EYFS enabling them to better access their learning alongside their peers.	Pupils eligible for Pupil Premium make accelerated progress relative to their individual starting points in the strands of Communication and Language in the EYFS. This will be measured by teacher assessments and moderation, end of Key EYFS data and any other appropriate assessments.
The school is able to address and meet children's social and emotional needs including self-image and self-awareness, including in the EYFS.	Children's social and emotional needs are met through an effective range of support. This is evidenced through a range of feedback, anecdotal mechanisms and assessments.
Increased attendance rates for pupils eligible for Pupil Premium.	Further reduce the Pupil Premium % of pupils who are Persistent Absentees. Overall Pupil Premium attendance improves further and is in line with that of all pupils.
Children eligible for Pupil Premium are able to access extra-curricular activities for which there may be a financial or aspirational barrier.	Pupil Premium children are able to access extra-curricular activities free of charge regardless of the fee which would normally apply (eg instrumental tuition, some after-school clubs) through the money allocated to each individual child. Children who are vulnerable or have a particular need for funding support are able to access additional financial support when they need it.

Activity in this Academic Year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £993

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers receive focused and highly effective professional development; teachers' subject and pedagogical knowledge consistently build and develop, maintaining a focus on high quality teaching and learning.</p> <p>Personalised CPD: Opportunities for all teachers to undertake individual, focused learning walks, observations or paired work as CPD within the school or at other settings to observe and share effective practice and provide support for others. Opportunities for teachers to attend training.</p> <p>Teaching Assistants: Further increase subject knowledge in identified areas, including the EYFS, for TAs by providing, and attending, additional training.</p>	<p>"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium."</p> <p>"Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving ... should rightly be the top priority for Pupil Premium spending." EEF Guide to the Pupil Premium</p> <p>Maintaining an unerring focus on providing high quality teaching is a key low-cost, high-impact strategy; raising the quality of teaching both increases attainment and helps to close the gap. Sir John Dunford consistently states the need for an unerring focus on quality teaching because of its benefits to all (but especially disadvantaged) pupils. Research consistently shows that high quality of teaching improves learning eg Ofsted 2013, NFER 2015.</p>	1
<p>A whole-school focus on reading and vocabulary ensures pupils achieve at least in line with other subjects at the end of Key Stage 2.</p> <p>There is a rigorous approach to the reading curriculum to help younger children gain phonic knowledge and achieve at least in line with national % in the Year 1 Phonics screening.</p> <p>Reading Continue to increase the expectations of reading at home and increase parents' understanding of the importance of seeing this as a priority and their role in supporting their children. "Gaps" are addressed quickly and effectively for all pupils with extra support provided for those who need it. Increase teacher-led reading intervention in Year 6 for identified pupils.</p> <p>Vocabulary Continue with the strategies currently in place to develop pupils' vocabulary and to keep this high profile across the school.</p> <p>Phonics English Lead to introduce new Phonics scheme and closely monitor phonics provision and progress. Continue to provide Phonics interventions in KS1 and LKS2 so that children in these sessions make rapid progress to close attainment gap. Parent workshop held if possible (with targeted parents personally invited).</p>	<p>Reading Analysis of our data confirmed our awareness that children who do not read regularly at home do not achieve as well as their peers. A key driver in this priority is encouraging the prioritising of reading at home.</p> <p>The EEF Toolkit confirms that, although parental engagement is consistently associated with pupils' success at school, the evidence about how to improve attainment by increasing parental involvement is much less conclusive, particularly for disadvantaged families, and says that it is difficult to engage parents. Increasing parental engagement has, on average, two to three months' positive impact. We will consider how to make the school welcoming for parents whose own experiences of school may not have been positive and how best we can support those who are not confident in their ability to support their children. We will also ensure that we provide additional reading support in school for those children who do not read at home.</p> <p>Vocabulary In a recent case study, Dixons Kings Academy described their "particular focus on developing pupils' vocabulary, as vocabulary knowledge is a predictor of achievement and is often related to socio-economic status" (EEF Guide to the Pupil Premium June 2019). With the emphasis on vocabulary and the longer texts in the Key Stage 2 reading test, as well as the knowledge that several of our children do not read at home and therefore do not have access to the broader vocabulary gained through reading, we know that we need to continue with this vocabulary as a focus.</p> <p>Phonics The EEF Toolkit says that phonics approaches have been consistently found to be effective in supporting younger readers, particularly those from disadvantaged backgrounds, with an average impact of an additional four months' progress. Pedagogical expertise is a key component of successful teaching of early reading. Analysis of our own data shows the positive impact of our personalised Phonics intervention on pupils' progress.</p>	1
<p>A whole-school focus on writing ensures standards are raised, particularly for boys in the EYFS and Key Stage 1.</p> <p>Provide opportunities for pupils to apply developing writing skills, increasingly independently, in the EYFS.</p>	<p>Our Key Stage 2 Writing results are strong, in line with all other measures and above national %. However, in Key Stage 1 Writing % are lower than Reading or Maths, and in the EYFS the fewest number of children achieve their ELG in Writing. This is also reflected in other cohorts across the school. This is particularly true for our younger boys.</p>	1

<p>Continue to develop and enhance pupils' vocabulary choices.</p> <p>Continue to use Whole Class Marking to effectively identify key teaching points to improve and consolidate pupils' SPaG.</p> <p>Incorporate shorter writing units planned around carefully chosen, engaging texts.</p> <p>Continue to use high-quality modelled writing.</p>	<p>Writing skills are an important part of communication and therefore it is essential that pupils can write well.</p> <p>Thinking forward to the next stage of their education, children will have fewer English lessons and therefore need to know that they have the skills to confidently tackle written tasks across the curriculum.</p>	
<p>Further engage parental support and better enable parents to support their child with their learning at home.</p> <p>Ensure that parents are actively engaged with, and able to support, their child's learning at home through having increased knowledge of the curriculum and the skills needed by holding parent workshops, for example about reading or phonics, particularly in response to parent requests.</p> <p>Individually invite targeted parents to a range of events which will help them support at home (as allowed).</p> <p>Ensure that parents are better equipped to support their children at home by an improved understanding of the importance of their support, particularly in reading, and provide them with increased knowledge of how best to do this.</p> <p>Continue to develop the Parent Liaison role to provide support for parents on any aspect affecting their child's learning.</p>	<p>See also Reading above.</p> <p>The EEF Toolkit says that although parental involvement is consistently associated with pupils' success at school, the evidence about how to increase involvement is much less conclusive; the suggestion from recent research is that increasing parent involvement will have a positive impact on their child's learning.</p> <p>Many of our parents are actively involved in their child's learning but there are specific aspects (eg UKS2 SPaG, Phonics, modern calculation strategies) about which parents have asked for support.</p> <p>It is clear that the majority of pupils who are not working at age-expected standards are those who do not read regularly at home; those children who are very well supported at home tend to achieve highly in relation to their own academic starting points.</p> <p>Our Parent Liaison role has proven to have a positive impact with some "hard-to-reach" parents. Primarily introduced to meet with parents where attendance was a concern, this has been extended and she is now available to meet with parents on any aspect or concerns affecting their child's learning. Parents are able to, and do, request meetings with her.</p>	<p>1</p> <p>2</p> <p>3</p> <p>5</p>

Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £46184

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enable children to make accelerated progress and attain national standards.</p> <p>Teacher-led Intervention: Provide 1:1 or small group teacher-led intervention support for identified pupils for Reading, Maths and SPaG in Year 6 and Writing and Maths in Year 2.</p> <p>Year 6 Small Teaching Groups: Additional teacher time to enable small group work in English in Year 6 for identified pupils.</p> <p>Additional Teacher time to enable small group work in Maths in Year 6 for identified pupils from February to May.</p> <p>NTP Tutor NTP tutors employed to support targeted pupils</p>	<p>Teacher-led Intervention: End of Key Stage analysis consistently shows that pupils who received 1:1 or small group intervention made significant accelerated progress across the year and an increased number of pupils reached age related expectations (please see the Impact sections in the 18-19, 19-20 and 20-21 documents for full details). Our Pupil Premium Planning and Evaluation Outlines for 1:1 Teacher-led Intervention (Year 6) also provides strong evidence for the effectiveness of this strategy in Year 6.</p> <p>The EEF Teaching and Learning Toolkit confirms our evidence that 1:1 tuition can be effective, on average accelerating progress by an additional five months.</p> <p>In line with their guidance, we ensure that 1:1 tuition is additional to, but explicitly lined with, normal teaching. We also ensure that our 1:1 teachers are skilled, experienced, know the children well and can accurately identify individual children's specific learning needs in order to make their intervention highly effective with the majority of 1:1 teaching being delivered by our own teachers who also teach most of the children in their English or Maths lessons. The EEF Toolkit also confirms that the effect of this intervention on pupils from disadvantaged backgrounds tends to be particularly positive.</p> <p>The EEF Improving Literacy document for Key Stage 2 and Key Stage 1 recognise and recommend high-quality, targeted teaching and support such as this. Where appropriate and effective, we will create even more impact for the cost by having small group work rather than 1:1 work but this depends on individual circumstances and will be decided using sound and informed professional judgement.</p> <p>The EEF Closing the Attainment Gap document states that "targeted small group and 1:1 interventions have the potential for the largest immediate impact on attainment".</p> <p>In Key Stage 1 and Lower Key Stage 2, we will be using the National Tutoring Programme for this intervention in 21-22. We will be providing School-Led Tutoring funding for pupils in Year 2 and Year 6 as well as in Years 3/4 (PP funding used to meet 25% of this cost).</p> <p>Year 6 Small Teaching Groups: Small teaching groups (especially for those children who need additional support) enables daily targeted support for identified Pupil Premium children.</p>	<p>1</p> <p>2</p>

<p>for writing in Year 1, Year 2 and Year 3/4.</p> <p>School-Led Tutoring To support learning primarily in Y2 and Y6 and also in Years 3 and 4.</p>	<p>Our data shows that the pupils who worked in these small groups made accelerated progress across the year in Reading, Writing and SPaG and an increased % achieved the expected standard at the end of Key Stage 2 compared with the % which were on track to do so at the end of Year 5.</p> <p>The EEF Teaching and Learning Toolkit recognises that this is an effective strategy especially when targeted at pupils' specific needs. This strategy enables us to ensure that all teaching is pitched at an appropriate level and uses approaches from which all pupils can benefit as well as allowing time for the teacher and TA to frequently work 1:1 with children to support their learning.</p> <p>Sutton Trust research shows that strong teaching disproportionately helps disadvantaged pupils; the English group is taught by an experienced Year 6 teacher who is also an intervention specialist and the Maths group by an experienced Year 6 teacher who also delivers our 1:1 Maths intervention.</p> <p>Our Pupil Premium Planning and Evaluation Outline for Small Group English Teaching in Year 6 provides further strong evidence for the effectiveness of this strategy.</p>	
<p>Learning is accelerated in English and Maths across the key stages for those pupils who require additional support to meet the requirements of age-expected standards.</p> <p>TA 1:1 and Small Group Interventions: These interventions are delivered as soon as possible after the point of identification to provide rapid support.</p> <p>Phonics: Specialist TA-led individualised intervention enables children to close gaps in their phonics knowledge as soon as they appear.</p>	<p>TA 1:1 and Small Group Interventions: Progress across the school shows that Pupil Premium children are making at least expected progress in each cohort in Reading (including Phonics), Writing and Maths. Many of these children received TA led intervention. This has resulted in an increase in the number of children working at age-expected levels.</p> <p>The EEF Improving Literacy Recommendations for Key Stage 2 and for Key Stage 1 recognise the importance of rapid provision of support which has been accurately assessed – through observation and assessment when teaching, and through marking as soon as possible after the lesson, class teachers identify those children who need additional support to meet the day's learning and can pinpoint exactly what these "gaps" may be. Additional 1:1 support is then provided by TAs as soon as possible to revisit the learning. Without this intervention, it would be very difficult for some of our children to keep up with the rigours of the curriculum and make expected progress.</p> <p>The EEF Guidance Report "Making the Best Use of Teaching Assistants" identifies that using TAs to deliver high-quality 1:1 and small groups support shows an impact of approximately 3 additional months' progress when structured support is provided.</p> <p>Phonics: Our Phonics provision (including our small group and individualised interventions led by TAs) is regularly reviewed and has been praised by a County advisor and results in excellent progress. Extending this support into Years 3 and 4 has meant that those children who have not met the expected standard by the end of Year 2 have received personalised support tailored to their individual needs.</p>	1
<p>Ensure that the EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs.</p> <p>Accelerate progress for Pupil Premium children in the EYFS, in relation to their individual needs.</p> <p>Personalised Intervention: Pupil Premium children are "headlined" on entry and interventions immediately put into place to address specific areas for development.</p> <p>Speech and Language: A specialist HLTA provides Speech and Language intervention and additional, focused, targeted support that develops children's language and communication skills and self-confidence. This support is particularly targeted towards children in the EYFS and into Key Stage 1.</p> <p>Social and Emotional Support: There are a range of social and emotional programmes in the EYFS including individualised support.</p>	<p>Personalised Intervention: Sir John Dunford says that disadvantaged children fall behind their peers from a very young age so tackling the attainment gap in the Early Years is critical to success later on.</p> <p>Often, children have specific areas which prevent them from achieving a Good Level of Development; identifying and addressing these specific areas of need ensure that the children are better able to achieve in line with national expectations.</p> <p>Children often come into the EYFS with entry data that is below the national average, particularly in Literacy and the area of Communication and Language. If children are not able to communicate effectively, this forms a barrier to their learning in many different areas of development.</p> <p>The EEF Closing the Attainment Gap document says that Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school, especially in areas such as communication and language approaches and social and emotional support.</p> <p>Speech and Language: Specialist HLTA intervention with pupils across the school, but particularly with those in the Early Years and Year 1, has supported pupils in addressing particular Speech and Language needs, allowing targeted pupils to better access their learning by overcoming potential barriers as early in their school life as possible.</p> <p>Speech and Language support enables children to reach their fullest potential in terms of their speech, language and communication development which in turn enables them to participate more fully in all aspects of their daily life.</p> <p>Social and Emotional Support: See below.</p>	1 2

Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £47993

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupils have high attendance and come to school on time. When this is not the case, the school takes appropriate, swift and effective action.</p> <p>Continue to increase attendance rates to ensure that children in receipt of the Pupil Premium are not disadvantaged through low levels of attendance or punctuality.</p> <p>Continue to use our rigorous monitoring systems.</p> <p>The Headteacher and Parent Liaison Officer to work directly with parents of children whose absence is causing concern.</p> <p>Continue to reward good attendance for pupils and keep attendance as high profile.</p> <p>Where attendance or punctuality is an issue, parents are directly approached and encouraged to use our Breakfast Club for their children. This enables pupils to eat breakfast in school and is free for Pupil Premium pupils who may also attend pre-school clubs at no cost.</p>	<p>Children's attainment will not improve if they are not actually attending school. This may lead to under-performance and not reaching their full potential, having long-term impact on their social and economic future; the "Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice" (DfE November 2015) document states that it is important to focus on attendance as "lower performance [is] associated with higher absence levels".</p> <p>The NFER briefing for school leaders identifies addressing attendance as a key step and we know that we need to continue to allocate additional funding in order to address attendance amongst our pupils, particularly those in receipt of the Pupil Premium.</p> <p>Actions and approaches have had a positive impact on individual children.</p> <p>Our Breakfast Club further supports our attendance initiative as attendance amongst Pupil Premium children is an area we continue to actively address.</p> <p>Children cannot learn effectively if their basic needs are not met and a good breakfast means a great start to learning for the day. Supporting a daily breakfast club allows us to support our pupils who may not have breakfast every day as well as those parents who need childcare before school.</p>	<p>3 4</p>
<p>High-quality pastoral support is provided; pupils' emotional wellbeing is supported by providing social and emotional support for those children who need it.</p> <p>Social and Emotional Support: "Nurture" support is provided through 1:1 and small groups Thrive support, Pastoral support at lunchtimes and social and emotional interventions in the EYFS. We are funding additional pastoral support this year.</p> <p>A key aspect of our Outdoor Learning Leader's role is to provide individual and small group support for some of our vulnerable pupils.</p> <p>Our Pastoral Lead is allocated time weekly for pupil support and to co-ordinate our provision.</p> <p>Out and About Club</p> <p>External Support from Outside Professionals: Educational Psychologist time is bought in so that targeted support and advice can be given to staff and families of Pupil Premium children. Children's specific learning and emotional needs are identified and addressed to help the child be readied for learning.</p> <p>We also buy into specialist behaviour support for those children in need of this.</p> <p>We also work with Dreadnought, the local Women's Refuge and counsellors (eg CLEAR).</p>	<p>Social and Emotional Support: We consider addressing children's social and emotional needs to be fundamental to our work.</p> <p>Through this support, children become more self-assured and ready to engage with life and learning as well as better able to deal with life's ups and downs. Interventions which target social and emotional learning aim to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. The repercussions of COVID-19 on children's mental health are still comparatively unknown and we have provided additional pastoral support in light of this.</p> <p>The EEF Teaching and Learning Toolkit recognises that Social and Emotional interventions have an identifiable impact on attitudes to learning and a valuable impact on attitudes to learning and social relationships in school as well as, in many cases, a positive impact on attainment (four months additional progress on average). They appear to have particular impact on low-attaining and disadvantaged pupils.</p> <p>Educational Psychologist: For some children and their families, the support provided by the Educational Psychologist or by specialist behaviour support workers is invaluable.</p> <p>This support has enabled parents and staff to work together even more effectively to support individual children's specific learning and emotional needs, allowing children to better access the curriculum and be ready to learn.</p> <p>Some children have other barriers to learning because of social and emotional needs; these need to be addressed so that the children are ready to access the school environment and to make progress in their learning. Educational Psychologist and Behaviour Support can help with this.</p>	<p>3</p>
<p>The school makes the best use of the Pupil Premium, ensuring that the children receive the highest quality provision possible from the funding.</p> <p>Allocate funding to ensure the effectiveness of the leadership of Pupil Premium (both Pupil Premium Lead and Pupil Premium governors) and to ensure that our information is up-to-date and informs best practice.</p>	<p>It is important to have access to the most recent information and guidance, and to listen to experts on the use of the Pupil Premium grant in order to inform our decision-making and funding allocation.</p> <p>Research conducted by the Wallace Foundation concludes that leadership influences student</p>	<p>1 2 3 4 5</p>

<p>The Pupil Premium Lead, along with the Headteacher, ensures that an ethos of achievement and expectation is created across the school.</p>	<p>learning and proves that effective leadership is key in improving standards.</p>	
<p>The curriculum is designed to give all pupils, especially the disadvantaged, the knowledge and cultural capital they need to succeed in life. Pupils have access to a wide, rich set of experiences and opportunities to pupils to develop their talents and interests.</p> <p>Continue to provide a range of arts-based activities, including accreditation for Artsmark, and to look to extend this further where possible, ensuring that children eligible for Pupil Premium are encouraged to take part in these.</p> <p>Ensure that there are no financial barriers to pupils' aspirations.</p> <p>Further increase the range of reading books available in classes and in the library.</p>	<p>Studies into the effect of arts activities on pupil wellbeing show that the arts can make a "powerful contribution ... [to] health and wellbeing" Lord Howarth of Newport, <i>Creative Health: The Arts for Health and Wellbeing</i>.</p> <p>Rebecca Johnson of Breathe Arts Health Research believes that "access to programmes which incorporate arts-based interventions leads to increased independence, improved self-esteem, confidence and resilience".</p> <p>The EEF confirms this: although involvement in artistic and creative activities has a "positive but low" impact on academic learning, wider benefits such as more positive attitudes to learning and increased wellbeing [are] consistently reported".</p> <p>We already have a strong tradition of arts-based activities and encouraging pupils' creativity at Alverton and have seen first-hand the benefits that this has for our pupils and will continue to promote this still further amongst our Pupil Premium children.</p> <p>We encourage a love of reading and have a whole-school culture of enjoyment in books. We consider this to be very important in broadening children's horizons as well as developing the essential skill of reading.</p>	<p>3 5</p>
<p>Potential financial and aspirational barriers are removed enabling children to take part in the opportunities available.</p> <p>Parents of Pupil Premium children can use up to £100 to enable their children to access extra-curricular activities (eg to pay for music lessons, after-school clubs which attract a cost, or to cover the cost of school trips) or in the way that they need it most (eg to help buy school uniform).</p> <p>Half of the cost of Key Stage 2 camps are funded for Pupil Premium children so that they can access all the opportunities available to them.</p> <p>Some funding is also allocated to enable us to respond to individual need (including vouchers for FSM children during the 3 day school closure in December 2021).</p> <p>Parents of Pupil Premium pupils are provided with financial support to enable them to engage in parent purchase of leading-edge digital technology.</p>	<p>We consider children's cultural capital and equality of opportunity to be important aspects of our Pupil Premium provision. We actively encourage all children to access all the opportunities available to them and to take part in a wide range of enrichment activities.</p> <p>Sir John Dunford says that one of the barriers to learning of many disadvantaged pupils is the narrowness of their experience outside school and the lack of opportunities they have to gain experiences that many of their peers take for granted; this can be a major barrier to their education and their ambition.</p> <p>We consider providing funding to parents important to ensure well-being and readiness for school as well as try to help to reduce financial concerns for some families.</p> <p>Almost all of the parents of our Pupil Premium children use this funding and the feedback is overwhelmingly positive. We also used this funding to support parents with resources etc during lockdown which meant that all children could access the tasks set for them.</p> <p>Remote learning has highlighted the inequality that exists in children's access at home to appropriate devices and connectivity. In its report "Remote Learning: The Digital Divide", the Sutton Trust states that, in January 2021, only 10% of teachers reported that all of their students had adequate access to a device for remote learning.</p>	<p>3 5</p>

Total budgeted cost: £95170

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Teaching (£2110)

Intended Outcome	Impact	Challenge number(s) addressed
Teachers receive focused and highly effective professional development; teachers' subject and pedagogical knowledge consistently build and develop, maintaining a focus on high quality teaching and learning.	<p>Learning walks and flash visits, primarily led by the Headteacher or Deputy Head, but also by subject leaders, ensure a continual focus on providing high-quality teaching across the school. Areas for development are followed up, challenged and supported. Work scrutinies have a focus which enables us to identify our strengths and areas for development as a staff.</p> <p>Mindful that the opportunities of her NQT year were somewhat curtailed by Covid, our Early Career has continued to be very well supported by a team of staff who worked with her to continue to develop her practice. In the Autumn term, she had allocated time out of class (to replicate the NQT time she should have had in the Summer term). She also attended a range of courses.</p> <p>TAs have been provided with refresher training in Phonics by our English Lead. TA training sessions are universally well-received and effective.</p>	1
<p>A whole-school focus on reading ensures pupils achieve at least in line with other subjects at the end of Key Stage 2.</p> <p>Teachers sustain the focus on helping all pupils widen their vocabulary and achieve at a greater depth in reading.</p> <p>There is a rigorous approach to the reading curriculum to help younger children gain phonic knowledge and achieve at least in line with national % in the Year 1 Phonics screening.</p>	<p>Reading is a consistently high priority across Alverton School and we have a range of both whole school and key stage specific initiatives to raise its profile even further. As well as ensuring that pupils have a solid grounding in decoding and comprehension skills we encourage them to read for pleasure, widely and often. Key to this is ensuring that parents are engaged with their children's reading habits and expectations have been made clear in initial information packs and during parent consultations. This allowed us to work in partnership to enable our pupils to enjoy all the social and academic benefits that reading brings.</p> <p>We have implemented Whole Class Reading in KS2 to complement the range of reading initiatives we already used across the school. This approach introduces pupils to a wide variety of reading materials (such as songs and adverts as well as more traditional texts) in order to extend their vocabulary, as well as expanding the mental models they need to build in order to be successful in comprehension skills.</p> <p>We have spent £1000 on new books from the Pupil Premium budget to try to further engage pupils. All classes also have £100 each at the beginning of each school year to extend their class libraries.</p> <p>During the period of home learning in the Spring term, we continued to ensure that all children had access to a range of appropriate reading books with many signing up to the Borrowbox scheme. The Collins Big Cat E-Book scheme was purchased and rolled out at the beginning of lockdown for pupils in EYFS and KS1, as well as identified pupils in LKS2, allowing them to access the same phonics-matched decodable texts that are used in school, as well as enabling teachers to monitor frequency and quantity of reading. All teachers shared books and taught reading skills to their classes as far as possible in the way that they would at school. We also continued to promote reading for pleasure, culminating in a hugely successful World Book Day celebration.</p> <p>Across the school, reading was a key part of catch up intervention with all phases identifying this as an area for support. In Reception and KS1, this focused primarily on hearing children read each day (the absence of parent helpers meant that we needed to allocate staff to do all of this) and this had a hugely positive impact on all children's progress through books bands and (Y2) reading test results. In LKS2, a teacher was employed to lead small group reading comprehension, ensuring that "amber" children were able to regain any lost ground. In UKS2, teacher-led small-group intervention focused on answering reading comprehension questions and the skills needed to do this and all children's test scores improved significantly. All interventions also focused on vocabulary. These interventions have had very good impact on pupils' progress (see our Catch Up funding documents), including Pupil Premium children.</p> <p>82% of pupils were teacher assessed as achieving EXS in Reading at the end of KS2 (including 65% of PP children).</p> <p>In KS1, our reading results were in line with 2019 and national %. 78% of pupils were assessed as having been on track to achieve EXS at the end of KS1 (including 56% of PP children).</p> <p>All children from Years 1-3 (as well as five identified pupils in Year 4) were assessed in phonics during the first week of the Autumn term so that staff could pinpoint gaps in their Grapheme-Phoneme Correspondence (GPC) knowledge and decoding skills. Regular targeted interventions, by dedicated phonics intervention staff, were put into place in KS1 and LKS2 to address identified needs.</p> <p>All Year 2 pupils undertook the Phonics Screening Check (PSC) in the first week in November, with 87% of pupils (and 83% of PP pupils) achieving the expected standard. Phonics was a key priority in 19-20; this result is higher than was predicted for last year and 17% above our 2019 result.</p> <p>In KS1, intervention priorities then focused on Year 1 children and those Year 2s who would be retaking the PSC in June 2021 with LKS2 continuing to focus on individual pupils' needs.</p> <p>Due to the period of home learning in the Spring term, elements of this objective were largely on hold. However, we continued to prioritise Phonics daily in Reception and KS1; a useful side effect of the</p>	1

	lockdown is that many parents' knowledge of phonics and how to support their child will definitely have increased! Phonics Interventions once again took place rigorously following our return to school in March. The thorough and effective teaching of phonics, together with this intervention, meant that 79% of children reached the expected standard at the end of Year 1 (in line with 2019 national %) and 93% of children in Year 2. For some children, this represents remarkable progress from <5 / 40 in September to >32 in June despite two months at home.	
Further engage parental support and better enable parents to support their child with their learning at home.	<p>Our Reception teachers really focused on engaging parents with their children's reading and have spoken to parents regularly about this where needed. regular communication over lockdown continued this.</p> <p>Reading at home had a high status in all classes and regularly readers were celebrated. Reading at home has been monitored on a daily basis in all Key Stage 1 classes. Parents are spoken to as needed if children are not reading at home but there are still some children who do not and additional support is provided at school for them.</p> <p>Generic resources to support learning at home were provided to all parents (Spelling Shed, Reflex Maths) and specific resources as necessary in addition for others (Nessy, handwriting and phonics resources).</p> <p>We have been unable to hold any of our traditional events (eg UKS2 Maths workshop, KS1 Phonics workshop) but supporting their children at home has meant that many parents are now a lot more familiar with how things are taught in school and therefore better equipped to support their children.</p> <p>Our approachable and knowledgeable Parent Liaison Officer has provided support for parents where there are any concerns or issues affecting their children. She is increasingly sought out for support and advice and has ensured, through a weekly article in the Friday News, that all parents know that she is available for a chat.</p>	1 2 3 5

Targeted Academic Support (£48731)

Intended Outcome	Impact	Challenge number(s) addressed
Enable children to make accelerated progress and attain national standards.	<p>Initial assessment in September indicated that some PP children were priority children for intervention. All children who needed targeted support received this, funded through both Pupil Premium and Catch-Up funding. Some intervention was 1:1 and some small groups; some support was teacher-led and others provided by TAs. All additional support is detailed in our Catch-Up report. Assessments showed that pupils receiving this support made good progress from their starting points; this is detailed in end of term data documents and discussed in pupil progress meetings.</p> <p>Due to the period of home learning in the Spring term, elements of this objective were inevitably on hold during this time. However, all teachers ensured that they kept in regular contact with their vulnerable children throughout; Pupil Premium children were all also able to borrow a school iPad if needed which could make a huge difference to some children's ability to access their learning. Some of our most vulnerable pupils were invited into school. On our return to school, we again ensured that we were especially aware of PP children when arranging interventions etc.</p> <p>At the end of KS2, there were 17 PP pupils in the Y6 cohort, 65% of whom achieved the expected standard in Reading and 56% in Writing and Maths. This cohort includes 1 child with an EHCP and five others identified as SENS. When considering those Pupil Premium children who do not also have SEN, our results compare well with national non-PP averages. The % of PP children achieving greater depth is higher than 2019 national PP %. These PP children received a great deal of personalised interventions across the year: seven worked in the smaller English group, eight were supported for 1:1 / small group reading, SPaG and Maths intervention (funded by both PP and Catch Up funding) and two received bespoke support and a personalised curriculum in every English and Maths lesson due to their SEND needs. Assessments across the year show that all PP children made excellent progress from their individual starting points, irrespective of whether they were assessed as achieving EXS at the end of the year.</p> <p>In Year 6, 8/9 targeted children in the teacher-led small English group made accelerated progress in Reading (including 5/6 Pupil Premium); none of these children were working at age-expected levels at the end of Year 5.</p> <p>5/6 targeted children in the small English group made accelerated progress in Writing (including 3/3 Pupil Premium); none of these children were working at age-expected levels at the end of Year 5.</p> <p>10/10 targeted children received 1:1 / small group intervention for Reading (including 8 PP children); 7 of these achieved EXS in Reading.</p> <p>8 out of 10 children receiving 1:1 and small group intervention in Maths made accelerated progress (including 4/4 Pupil Premium) and achieved EXS in Maths.</p> <p>Those children who have not yet reached age-expected standards are working closer to them and are therefore better prepared for the next stage of their education.</p> <p>At the end of KS1, there were nine children receiving Pupil Premium in the Y2 cohort. One child has an EHCP and another is identified as having SENS. Both are working below the level of any formal assessments. A further two are On Alert. Across the year, all pupils have made at least expected progress in Reading, Writing and Maths with 6 making more than expected progress in Reading and Writing and 5 in Maths. Interventions were funded by both PP funding and Catch Up funding and made a real difference to their outcomes.</p>	1

	<p>In Year 1, seven of the eleven children who receive Pupil Premium in this cohort reached the required standard in Phonics. Those who did not received, and will continue to receive, individualised intervention.</p> <p>In the EYFS, 3/6 PP pupils were assessed as achieving GLD, despite spending almost a term at home. Those who were not received personalised interventions specific to their individual needs.</p>	
<p>Learning is supported in English and Maths across the key stages for those pupils who require additional support to meet the requirements of age-expected standards.</p>	<p>Across the school, the % of PP children working at age-expected standards is lower than their non-PP peers but they have made at least expected progress. These children received individual, personalised interventions where needed, often 1:1. Catch Up funding this year has allowed for increased interventions (see Catch Up documentation) which have ensured that all pupils who need additional support have received this in reading, writing and Maths. This has enabled the children to make at least expected progress and fill any learning "gaps", thus enabling them to access learning alongside their peers and not fall further behind.</p> <p>In order to support children in making the best possible progress in Phonics, we have dedicated Phonics intervention TAs who worked with pupils identified as needing extra teaching to "plug the gaps" in both KS1 and LKS2. This was underpinned by our rigorous assessment system which allowed for short-term or long-term intervention, either individually or in small groups, depending on pupils' needs and personalised to the pupil's needs.</p> <p>In the screening in November, 5/6 Pupil Premium children reached the expected standard and, in June, 7/11 Pupil Premium children were assessed as achieving this. The children who have not have received personalised, targeted interventions which will continue next year to ensure that accelerated progress is made.</p> <p>The children's confidence in themselves as readers and learners has also increased.</p>	
<p>EYFS</p> <p>Ensure that the EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs.</p> <p>Accelerate progress for Pupil Premium children in the EYFS, in relation to their individual needs.</p> <p>Ensure that the transition arrangements in all year groups (especially Reception and Key Stage 1) supports all pupils to return to school confidently after the COVID-19 pandemic.</p>	<p>3/6 Pupil Premium children were assessed as achieving GLD. Personalised interventions supported children with their individual areas of need. If children are not on track to achieve GLD, the attainment "gaps" with other children have narrowed as progress accelerates and the children are therefore better able to access their learning than they would otherwise have been.</p> <p>A key action is to provide additional support for Pupil Premium children - even those who would not normally be identified as requiring this - to ensure that they don't fall behind.</p> <p>A programme of social and emotional support supports some children. PSED can impact on all areas and a big focus is given to developing this area and, if any Pupil Premium children require this support, it is provided. The effectiveness and regularity of this intervention has "worked wonders" through giving these children the opportunity to be supported in their play, access their learning and make better progress in PSED.</p> <p>Children with communication needs are identified on entry to the EYFS. Regular, appropriate, and effective interventions are put into place as soon as possible. Accelerated progress is made by many of the children receiving these interventions, which has led to an increased % of children being assessed as reaching the ELGs in Communication and Language.</p> <p>Our specialist Speech and Language HLTA provides very effective intervention, through which children are empowered to reach their fullest potential in terms of their speech and language and communication development which in turn will enable them to function and participate more fully in all aspects of daily life. This intervention supports pupils in addressing particular Speech and Language needs, allowing targeted pupils to better access their learning. This provision has been reviewed regularly. Five children have been discharged from the Speech and Language therapist, including two Pupil Premium children. Our HLTA is currently working with nine Pupil Premium children. The HLTA attends SENS review meetings, meaning that all those involved with the children know how best to support their learning needs. Our HLTA works primarily with our youngest children, meaning that communication needs are identified and addressed as early as possible in order to provide children with the best opportunities to succeed early in their school life.</p> <p>Despite the disruption to the 19-20 school year, resulting in no transition activities, pupils settled very well into Reception and Key Stage 1. This has been evidenced by anecdotal information and teacher / TA observation as well as by the engagement and learning of the children.</p> <p>We were conscious of parents' anxieties about the move to Year 1 but ensuring that they received a great deal of clear information meant that was less than in previous years. Changing our pick up and drop off points (because of Covid arrangements) meant that they were able to see their child go directly into their classroom each day and also able to speak to their teacher if needed. This helped enormously to reassure both parents and children.</p>	<p>1</p> <p>2</p>

Wider Strategies (£35569)

Intended Outcome	Impact	Challenge number(s) addressed
Pupils have high attendance and come to school on time. When this is not the case, the	<p>This data is for the Autumn term and then from 8 March 2021; from the beginning of January until 5 March, the country was in lockdown and a period of home learning was in place.</p> <p>Overall attendance in 20-21 was 96.6%% (National 17-18 (last available) 95.8%). Pupil Premium attendance was 95.2%.</p>	<p>3</p> <p>4</p>

<p>school takes appropriate, swift and effective action.</p>	<p>53% of children (9) whose attendance <90% receive Pupil Premium and individual reasons for this are known. There are no particular patterns with the attendance of groups of pupils through FSM / Pupil Premium children's attendance is, on average, slightly lower. We continue to treat each child individually, regardless of whether they are part of any particular group.</p> <p>We monitor attendance closely on a week by week basis with detailed monthly analysis. This analysis leads to intervention for pupils with persistent absence concerns which includes meetings held between parents and our in-house parent liaison officer and, where necessary, the headteacher. Where there are instances of low attendance amongst our Pupil Premium children, these are well supported by these systems as needed.</p> <p>The Headteacher or Parent Liaison Officer work hard to change the situation where there is persistent absence. There have been notable successes for a number of children who previously had poor attendance following this input. Where pupils have shown high levels of persistent absence or broken weeks, parents have been contacted to discuss possible reasons for this and agree actions to improve attendance. EWO support has been effective this year to help address and challenge the more complex attendance issues.</p> <p>The number of Pupil Premium children attending Breakfast Club remains steady with approximately 38% of those attending being eligible for Pupil Premium (approximately 15 Pupil Premium children). Pupil Premium funding has been used to encourage children to attend Breakfast Club by providing free breakfast and a range of free pre-school activities and we actively encourage attendance. Pupils can benefit from a good breakfast and the opportunity to have a positive, and often active, start to the school day and be ready to learn. Breakfast Club is also available to other children at a cost of £2.50 per day.</p>	
<p>High-quality pastoral support is provided; pupils' emotional wellbeing is supported by providing social and emotional support for those children who need it.</p>	<p>We have found that our pastoral support has been particularly important this year.</p> <p>Dedicated Thrive practitioners work with some of our most vulnerable children. Ten children regularly meet with one – seven of these are eligible for Pupil Premium. This support ensures that these children develop strategies to understand and manage their feelings which helps them to better negotiate the school day, access school life and make sense of what is going on in their world. They are able to discuss worries and try to find solutions to these. The children know that they have a safe and secure space and that they can seek out this member of staff if they need to and staff regularly liaise with our Thrive practitioner and Pastoral Lead about any concerns (with any pupils) that they have. This support allows individual issues and concerns to be addressed as well as building self-confidence and readiness to learn.</p> <p>Several of our children find lunchtime difficult so we provide additional support for them through our outdoor learning leader who runs activities based around woodland learning. This year, we have run a staggered lunchtime system; where some children found this particularly challenging, we have allocated additional staff to support where needed.</p> <p>Our Outdoor Leader has had a very positive impact on the children with whom she works (who can be disenchanted by elements of the school day) in the outdoor environment. In addition to completing projects outdoors, the children are given help and support in how to manage the aspects of school that they find more challenging. This support is child-led and there are lots of opportunities to praise children as they can relax, the rules are different (they can be louder, more active and more spontaneous) which some find easier and, as different parts of children's personalities and hidden skills come out, there is chance after chance for positive praise. Our teachers have widely praised this intervention: "Children have a real sense of purpose and achievement as they have the opportunity to learn new, real-life skills and experience the fulfilment of creating and building something from scratch. The relationships built throughout this time have also enabled many socially and emotionally supportive conversations to be held which has allowed children to reflect upon attitudes and behaviour in the classroom, as well as at home, whilst in a completely different context". We have increased our allocation of Pupil Premium to support this as it has been proven to be extremely valuable.</p> <p>Support from the Educational Psychologist and a Behaviour Support worker enables parents and staff to work together even more effectively to support individual children's specific learning and emotional needs. This additional advice and support for teachers and support staff enables children to better access the curriculum as pinpointing their specific needs enables these to be addressed so that the child can be readied for learning. Staff, pupils and parents report that the support from the Behaviour Support Worker has been considerable and had an extremely positive impact.</p> <p>A few children have needed external counselling this year in order to understand and deal with events that they are facing and Pupil Premium funding has been used for this. This has been invaluable for these children.</p>	<p>3</p>
<p>The school makes the best use of the Pupil Premium, ensuring that the children receive the highest quality provision possible from the funding.</p>	<p>School leaders keep up to date with research and good practice and are well-informed when making decisions about Pupil Premium provision and spending.</p> <p>The Pupil Premium governors also attend training and are able to bring new ideas and challenge from this; meetings with the Pupil Premium Lead and governors are very productive.</p>	<p>1 2 3 4 5</p>
<p>The curriculum is designed to give all pupils, especially the disadvantaged, the knowledge and cultural capital</p>	<p>Pupils' independence, self-confidence and resilience has increased through taking part in activities which have broadened their experiences.</p> <p>One of our priorities is to ensure that our curriculum exposes all children to a range of experiences, opportunities and knowledge to develop their cultural capital. This year has obviously had an impact on this as trips, visiting experts etc have not been not possible. In addition to this, the opportunities we usually provide through taking part in a huge range of activities led by our local secondary schools, local</p>	<p>3 5</p>

<p>they need to succeed in life.</p> <p>Pupils have access to a wide, rich set of experiences and opportunities to pupils to develop their talents and interests.</p>	<p>theatres, dance and music events through Cornwall Music Hub have not happened. Many PE opportunities, too, have not been possible.</p> <p>However, we have promoted and extended their cultural capital in other ways and to provide the children with a range of experiences, albeit different ones. Examples of this include the Two Minutes of Listening initiative (where children listen and respond to a wide range of music) and selecting different units in our music curriculum (learning the ukulele rather than the recorder). 18 Pupil Premium children in KS2 received individual or small group instrumental lessons from our specialist Music HLTA. We have also endeavoured to provide children with in-house PE and sporting opportunities, such as intra-school competitions. Our new approach to teaching reading uses a wide range of texts and genres, which enhances and extends the children's cultural capital.</p> <p>All classes have enhanced their class libraries; as our school library has not been open in the usual way, books from the library have supplemented these to ensure the children still have a wide range to choose from.</p> <p>We have increased our provision of cookery equipment and this has enabled all children to cook more frequently and gain a better understanding of healthy eating choices. Pupil Premium money has been used to purchase ingredients (eg for the packed lunch activities during Health and Wellbeing week) as pupils' healthy food choices were identified as a priority following the return to school after the Spring 2021 lockdown.</p> <p>Where there is any financial cost to parents, we ensure that this is no barrier to our Pupil Premium children.</p>	
<p>Potential financial and aspirational barriers are removed enabling children to take part in the opportunities available.</p>	<p>Children are not prevented by financial barriers from accessing all the opportunities available to them and usually take part in a wide range of enrichment activities including a visit to London and outdoor pursuits such as coasteering and kayaking, thereby broadening their experiences. All camps and many trips were cancelled in 2021 due to coronavirus.</p> <p>70 / 72 of the parents of our Pupil Premium children used their funding to help pay for uniform etc.</p> <p>During lockdown, we provided art and craft packs for Pupil Premium children in Reception. The children were delighted and the parents extremely grateful; this meant that all children had the resources at home to take part in the activities set by their teachers.</p> <p>There are other ways in which we have supported pupils financially this year but these are confidential and so not detailed here. Because of Covid-19, this funding proved to be particularly important this year.</p>	<p>3 5</p>

Additional information used to inform the Impact statement above:

Pupil Premium Data 2018 – 2019, 2019 – 2020 and 2020 – 2021.

Pupil Premium Planning and Evaluation Outlines for 1:1 Teacher-led Intervention (Year 6), Targeted Year 6 English Group, Social and Emotional Support and Behavioural Support.

Confidential Pupil Premium Data Analysis 2018 – 2019, 2019 – 2020 and 2020 – 2021.

Pupil Premium Progress and Achievement Data 2018 – 2019, 2019 – 2020 and 2020 – 2021.

Individual Case Studies.

Externally Provided Programmes

Programme	Provider
Reflex Maths	Explore Learning
Spelling Shed	EdShed
Literacy Shed	EdShed
Nessy	Nessy Learning
My Maths	Oxford University Press
Big Cat Phonics	Peters Ltd

Service Pupil Premium Funding (optional)

We have very few pupils who are eligible for Service Pupil Premium funding and to include this information here would mean that it might not be possible to preserve their anonymity. This information is held in a confidential document.

Further Information

This document forms part of our Pupil Premium Three-Year Strategy.